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WORLD-SCHOLARSHIPS.

"CECIL RHODES makes it possible for Americans to gain an education in England, certainly a great possibility, but he has done but half. I am looking for an American philanthropist to arise for the completion of the other half of the task—a higher possibility—for Englishmen to get an education in America."—*Chancellor Day* before the Hudson River School-masters' Club.

While the world is wondering at the greatness of the empire-founder, and publications are affording information of the Nobel foundation which provides for the distribution of the interest of a capital of \$9,000,000 to the five persons who contribute most materially to benefit mankind during the preceding year, *whatever the nationality of the candidates*, it may be of interest to know what has been done for France.

An anonymous giver instituted in the University of Paris five scholarships to provide the means for making a tour of the world. These amount to 15,000 francs each (\$3,000) and are given to five adjunct (*agrégés*) professors of the university; namely, two to former pupils of the Superior Normal School, and three to former students either of the state or free universities.

Apart from their title (*agrégé*), the candidates for these scholarships must possess a practical knowledge of the English language and must be in good health. Their appointment is made by the council of the University of Paris on the report of a commission nominated and presided over by the vice-rector of the Academy of Paris. The young men may take about fifteen months for the tour, and the essential object of their study includes accurate information concerning the social life of the different countries, the method each government pursues in forming public opinion, the means employed to develop the genius of each nation, and the causes which have assured the superiority of a people in its particular domain.

In order that the impressions may be truly personal and the

observations more exact, the young men must travel alone or by twos, without official relation with French authorities, employing as means of transportation different maritime lines. While placing themselves in friendly relation with the French consular service, they must never be satisfied to accept such information, but must endeavor to come into contact with the life of the different peoples in its diverse manifestations.

The object of the trip is to give the young professors a correct idea of the relative importance of France and a keen perception of the effort necessary for France to maintain a worthy rank. Neither a report of their observations nor an official account of their studies need be given. This unknown benefactor was persuaded that the tourists would seek and find the best means of showing their appreciation of the favor received by giving the full benefit of their experience to the generation of students committed to their care. He hoped also that their experience would clearly demonstrate the value of the gift, so that other bodies would be led to follow the example of the university, and that the different branches of industry and commerce would continue in their own particular fields the general line of investigation.

In the summer of 1900 an *agrégé-préparateur* at the Superior Normal School of Paris, won a scholarship, and in the fall of that year set out for his tour of investigation.

The following extracts, *verbatim et literatim*, from three of his letters will interest the school-teachers of the United States and evidence the training afforded by the Superior Normal School of Paris, which the French jurors of award claimed to be superior to any institution for the training of teachers in the United States.

SAN FRANCISCO, CAL.

5 Jan. 1902

DEAR SIR :

My father tells me that you have been good enough as to write him about me, and my journey through the United States. When I started from France I intended to arrive at New York early in the summer : but, having been delayed a long time in the South American Republic, and seeing that I could hardly arrive in this country before winter, I gave up my former intention of going to New York and came to San Francisco for a milder climate.

Now, I have found out that it should by no means be an easy task, to study American methods of education, as they are understood in the Eastern States, for most of the Californians are very slightly acquainted with the state of things there, and, as no one cares for it, no books are to be found. Perhaps it is better, for books and practical matters do not always agree, and reading without hearing explanations may lead to very false notions.

I really am sorry that I have given you so much trouble: at the same time, I ought to apologize for not having answered sooner than I do: in fact, my father wrote me twice about this matter, but, as I was then traveling through the remotest countries of South America, and had my letters sent to San Francisco, I received them several months after they had been written. I hope you will accept my most sincere thanks for your kindness towards me, and believe me

Yours Very Respectfully

Agrégé-préparateur à l'École Normale Supérieure, Paris.

We have these days such a bad and unreliable weather, that I have been obliged to postpone my visit to Berkeley, being in no great hurry to leave San Francisco, which is, on the whole, a pleasant place. As soon as the weather settles, I shall go and see the Californian University. With that visit, and the general knowledge drawn from the sheets of your book, for which I am very thankful to you, I shall have at least a first accurate view of the American system.

It was not without regret that I gave up my first design of going to New York and Albany. . . . But I have now to go to New Zealand, and Australia: and it is very doubtful that I shall have later on, an opportunity of visiting again those two remote countries, whilst on the contrary, the United States is every day a little nearer to Europe, and a two months' vacation is almost sufficient for a good traveling over it. I have made up my mind to remain in San Francisco, till I start to Auckland: perhaps and likely enough next year, I shall come back, that time to the East States, and I hope you will give me an occasion for welcoming you in Paris, before I see you in your own country.

I have lost in my voyage through South America a part of my former faith in the power of College or University Education. I don't think any longer that a change in their methods can in any short time produce a change in the methods of a nation. For instance, I saw in the newspapers that two French delegates had arrived at New York, going to Chicago for the purpose of establishing a French school where every year 60 young Frenchmen could be sent, to study the American ways of doing business. I do not feel sure that they will come back to France, any better for their double crossing. If they were to remain for years in the United States, they would grow more and more enterprising, amidst enterprising people: but going back to their

mother country, amidst their own countrymen, they will lose everything they have gained. It requires something stronger than 60 young men to set a nation on fire, if she stands near the freezing point. All what can be done is to be useful to those 60, and, in my belief, nothing more. If every young Frenchman were brought up to be practical, enterprising, to rely on himself alone, and trust in himself, (supposing this to be possible) it would not prevent them from seeing, all around them, cities five hundred years' old or cathedrals a thousand years' old, or roads that were made two centuries before there were railways: or houses in which their great-grandfather was born. Ninety-nine out of a hundred, after a month, would come to the conclusion that nothing better is to be made than that that was already made: and supposing the hundredth one to be enabled to act according to his own ideas, how little could he do by himself. He would not even be an example given to the others after him for nobody would know him. Now, I believe that the best practical teaching in America, comes from seeing a town where there was twenty years ago a sandhill, and an orchard where there was only dust: and from thinking: I know another sandhill, another wilderness: why should I not go and see and try if something can be done there?

—But of course, this is only my idea: and, as it does not give much hope for the future of the European countries, chiefly not of my own, I should be delighted if I could be led to another! Believe me

Very thankfully yours

My best thanks are due to you for your kind letter. . . . [and] your graphic system of explaining the passage from one school to another, which makes everything so clear, and shows so thoroughly the American simplicity as compared with the awful complication of the European schools. There is, however, in the American system, a thing which seems to me very bold. It is the fact that, if I am not mistaken, in the High School the students attend courses dealing with almost every branch of human knowledge. I don't object to a smattering of every science, taking this word in its widest sense: a good smattering in general knowledge is a very good thing in this world, where so many people suffer from not knowing the ground on either side of their path: I had, myself, to learn a good many things, besides those which formed the main object of my studies: and, although perhaps the word that I use goes a little too far, I don't think that your scholars, even by overworking themselves, could dig very deep in every one of those various branches. What I object to is, are your teachers able to give that *good* smattering? For there are two ways of knowing little about science: either one knows the general principles upon which that science is founded, the general methods by which it works, and the general results which it has given, but without inquiring into any details, or even into real facts, which very often do not agree in everything which the simple theory: or one knows a limited number of par-

ticular facts, which very generally do not refer to a common idea, and which, though perhaps useful in life, do not shed much light on the world around us. How many scholars I have seen in France (who, I must say, had learnt only with a view to an examination) who knew, for instance a rule in every chapter of Physics, or a fact in relation to every chemical body, but had never seen farther! How many know that there was a battle, on such and such a day, in Italy or in France, but never thought of the reasons that caused two nations to rush against each other! This is easier to learn, and above all easier to teach to others, that the general principles of which I was speaking: awaking the curiosity in the scholars, and the desire to know more is not so generally obtained as taking off what they had: and who has heard philosophers talking science—I mean, philosophers as there are some, who, prompted by curiosity, have turned over the leaves of many books and looked at the engravings, and say they have read them and thought them over—knows what a danger it is to walk around a mountain and speak of the view that one enjoys at the top.

This is one of my last days in the United States. Seasickness is upon its watch for me, “on or about” Thursday, Feb. 27. I deeply regret that I have not been able to see you. But every year New York is half a day nearer to France, and I don’t mean to give up traveling (though under other conditions) before I have seen something more of America. In the mean time, I remain

Very sincerely yours

HENRY L. TAYLOR.

REGENTS’ OFFICE,
Albany, N. Y.